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ABSTRACT

This PROJECT DESIGN report, funded under ESEA Title III, assesses the special learner needs of Negro students and adults. Interviews were conducted with Negro residents of West Fresno as to the educational needs of the Negro population. The interviews focused on the day-to-day operation of the school system in relation to the following societal education standards: command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, ethical character, and good health. Interviewees included students, parents of students, teachers, administrators, community leaders, men on the street, and persons attending Model Cities and other community meetings. The report concludes that the learner needs of Negro students and adults in Fresno are the result of a cultural-educational deficiencies continuum of generation-to-generation disadvantage among Negroes. Such deficiencies are listed and various courses of school district and community action to alleviate the disadvantage are outlined. Related documents are EA 002 841, EA 002 843, and EA 002 844. (MF)

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EDUCATIONAL NEEDS

28. SPECIAL NEEDS OF NEGROES

FRESNO, 1968

INSTRUCTIONAL MATERIALS CENTER
FRESNO CITY UNIFIED SCHOOL DISTRICT

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

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FOREWORD

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN
NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. > Other County School Needs Survey Reports (by EDICT)
9. >

TASK FORCE

<u>Educational Content Fields</u>	<u>Other Educational Areas</u>
10. Reading	18. Teaching/Learning Process
11. Language	19. Special Education
12. Mathematics	20. Guidance
13. Science	21. Health
14. Foreign Language	22. Student Personnel
15. Cultural Arts	23. Adult Education
16. Social Science	24. Vocational Education
17. Physical Education	
<u>Urban Physical Factors</u>	
25. Urban Physical Factors	
<u>Urban Social and Human Factors</u>	
26. Relevance and Quality of Education for Minorities	
27. Special Needs of Mexican-Americans	
28. Special Needs of Negroes	

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

28. NEGRO SPECIAL NEEDS

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INITIAL CHARGE

The task set for the researcher is to report to the Project Design staff, which has the responsibility of developing a long-range master plan of education for the Fresno Unified School district, the special learner needs of Negro students and adults particularly as these needs are perceived by Negro residents of Fresno. The Project Design team has defined learner needs to be the differences between standard or normal development of skills required by society and present performance levels of the population in question. Further, it is specified that these needs be reported in operation terms, that they be measurable or at least observable, and that they focus on student and system behavior rather than resource inadequacies.

For the purpose of this report standard or normal development of skills required by society will embrace the "cardinal principles" of education as suggested by the National Education Association. These include: command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, ethical character, and good health. My task then is to ascertain to what extent Negro students and adults are meeting these standards of performance as recipients of educational services in Fresno Unified School district.

EXPERIMENTAL DESIGN

The scope of the task outlined above and the limited amount of time in which to accomplish it (15 days) makes necessary a report which is impressionistic rather than rigorously scientific. However, the regularity of responses from the interviewees suggests that the contents of this report are representative of the opinions of Negro residents of West Fresno as to the educational needs of the Negro population.

Interviews were held in homes, at barbershops, in bars, at schools and colleges, and wherever and whenever the opportunity presented itself. Some interviews were impromptu.

The interviewees were:

1. Students, and parents of students, currently enrolled in schools in West Fresno
2. Students, and parents of students, living in West Fresno and attending schools outside the area
3. Teachers and administrators who once taught in West Fresno but who are now teaching in other areas of Fresno
4. Teachers assigned to schools in West Fresno
5. Community leaders in West Fresno

6. The man on the street

7. Persons attending Model Cities and other community meetings

The initial interview schedule was made up from a list provided by the Project Design staff of persons who have demonstrated concern for education and who have participated in educational and other social programs in West Fresno. Due to my knowledge of the Negro population of West Fresno, I drew up an additional list of residents and members of organizations of West Fresno. Each interview session generated additional potential interviewees.

In order to initiate conversation of Negro educational needs I alluded to such issues as open enrollment, school community relations, Edison High as a vocational school, the use of plainclothesmen on school grounds, etc. After conversation was well under way, I led the interviewees to focus more sharply on the day-to-day operation of the school system in relation to the previously stated societal education standards.

Most of the interview sessions were recorded and edited immediately after the session.

MAJOR CONCLUSIONS

The major learner needs of Negro students and adults in Fresno are the result of a cultural-educational deficiencies continuum of generation-to-generation disadvantage among Negroes.

Poor Psychological and Physiological Development. Negro children in pre-school, kindergarten, and early elementary grades are often in poor health; many suffer from malnutrition; many are poorly motivated for academic learning; and many are lacking in basic learning skills. Negro students generally lack exposure to a variety of middle class experiences which seem to be prerequisite for the perceptual, conceptual and intellectual tasks which arise in the school setting.

Damaged Self-Image. Many Negro students suffer brutally damaged self-images. The punitive and regimented nature of schools in West Fresno reinforces the Negro child's negative attitude of his personal worth. This, combined with a community environment of ignorance, privation, lack of incentive and guidance, and a paucity of good adult examples to emulate, militate against the effective academic performance of Negro children.

Widening Gap in the Development of Communication Skills by Negro Children. As the child moves from lower to high grade levels, gaps in his basic learning skills widen. The gap is most apparent in communications skills - language, vocabulary, and speech. By the time child reaches high school, wherein well developed verbal

mediation skills are required, he appears retarded in his performance in problem-solving situations which require him to use the English language as a tool of thought and as a structure for verbal expression.

Lacking in Personal and Social Development. Compared to the typical white middle-class child, the Negro student in Fresno has not engaged in activities which might instill in him an appreciation of working cooperatively with others and taking self-responsibility for school work. His personal values do not include punctuality and following directions. Yet all of these social assimilation values are demanded in the world of work for which all students are ostensibly being prepared.

Lack of Socially Relevant Substance in School Subject Matter. In West Fresno schools the substantive issues around which such courses as history, civics, English composition, and social studies are structured are completely out of touch with the reality of Negro culture. West Fresno is a community in which the concept of Black consciousness is gaining wide acceptance, particularly among youth who see it as a positive alternative to the negative self-image which is mirrored before them in the white middle class oriented school media. Apparently, few teachers in West Fresno schools have the empathy, imagination, and teaching skill to incorporate this issue into school subject matter. Those who do claim that they are severely restricted by the local and state educational bureaucracies. The result is a waning or complete lack of interest in school on the part of Negro students.

Lack of Vocationally Relevant Curricula and Work Experience. Negro students need experience in non-menial job situations and need on-going counseling on what is being accomplished in class and what will be expected of them in the world of work. The Negro student who, for whatever reason, drops out of school or only finishes high school and tries to enter the world of work finds himself grossly deficient in mathematical, reading, and conceptual abstraction skills - all of which are required to pass job entrance examinations. If, while in school, he enrolled in vocational courses, he will find the "hammer and chisel" skills he acquired inadequate for an economy in which the labor market is moving towards more sophisticated maintenance, repair, operative, and assembly line skills.

School System Inadequately Prepared for Open Enrollment Program. The District's avowed objective to bring "quality education" to Fresno schools through desegregation has not been accompanied by a well designed open enrollment program. The Negro child who chooses to attend school outside of West Fresno will find himself unable to compete effectively with the typical middle class white student whose family background has instilled in him a desire to learn, and whose community provides abundant rewards for having learned well. When

the Negro child arrives at the school outside of his neighborhood, he will find the receiving school at best coolly indifferent to his special needs and at worst openly hostile towards him. Aside from negative attitudinal factors at the receiving school, the Negro student will not find compensatory and remedial courses designed for his unique learning habits. Thus, any attitudes of inferiority, failure, or hopelessness which the Negro student may have is reinforced by the negative psychological environment of the receiving school.

As Negro pupils move to schools outside of West Fresno, they, their parents, and counselors from their previous schools should be prepared. Also the parents, teachers, pupils, counselors, and the administrators of the receiving school need preparation.

A Scarcity of Academically Oriented Peers in Neighborhood Schools. If the Negro student, either out of choice or because he suffers financial constraints, chooses to attend school in West Fresno, he will find himself among a disproportionate number of students who are not performing at expected standards. At Edison, for example, 60 percent of the students have less than average I.Q.'s and 40 percent are about average. Only one student scored an I.Q. of over 115. Apparently the more able students, as measured by I.Q., are drawn out of West Fresno. Thus the "tracking" mechanism operating within the open enrollment design removes from the students who remain in West Fresno schools an essential link in peer group influences toward higher educational goals.

Need for Parent and Community Involvement. The need expressed most frequently by the interviewees was for parents and other adults in the West Fresno community to actively participate in school functions and in setting educational policy. In the lower grade levels this need is particularly acute, for during these years of the child's intellectual development the influence of adults outside of the schools has its greatest effect. The lack of development of attentional ability in Negro children, particularly those in the primary grades, is a direct result of poor parent-child relationships. Apparently, few Negro families engage in relationships in which the parent is reading to the child or wherein the child and parent are involved for sustained periods of time in conversations in which the parent is challenging the child's intellect rather than threatening his existence.

In the higher grade levels the need of parental and community participation in schools takes a different form. Not only do the high school students need to know what adults care about them, but they need the opportunity to see Negro adults in the community set examples of ways in which black citizens can involve themselves in public policy making. This is a key factor in developing citizenship in Negro students.

Negro parents, moreover, need more opportunity to learn how public insitutional decisions are made. Therefore, community

participation in educational policy is an essential ingredient to Negro adult education as well as to the students' education.

Negro Students and Adults Need Education in the Development of Capital. West Fresno's Negro community has not developed a viable economic base. Few Negroes in Fresno have had the formal training and experience in establishing and maintaining a business operation. Negro children therefore have few examples of successful Negro businessmen to try to emulate. Courses are needed in high school and adult school in which the economics and operations of the firm are taught.

Standards of Performance for Schools in West Fresno Should be Redesigned as Should Criteria for Selecting Curriculum Materials, Teachers, and Administrative Staff. Different ways are needed for deciding what will be the content of the educational media at schools enrolling high proportions of Negro students. The educational consultant who advises the Director of Curriculum not to stock in school libraries The Autobiography of Malcom X is out of touch with current theories in learning. That is to say, if the remedial English teacher is to develop in Negro students an interest in reading, he must be permitted to select materials which might arouse the interest of the student.

In addition, new criteria and methods for recruiting teachers for West Fresno schools need to be established. With regard to student performance standards, teachers should be less concerned about whether or not their students get the correct answers than with the way in which they arrive at the solution. The latter issue points to the need to develop teaching techniques that will respond to the individual reasoning characteristics of Negro students.

High on the list of needs expressed is the need to acquire more Negro teachers and administrators, especially in key symbolic positions such as principal, coach, and counselor. The rationale put forth to support this need statement are such things as: Negro students, particularly boys, need constant exposure to positive male images to pattern their lives after; Negro students need abundant evidence of the capacity for Negroes to succeed as a result of rather than in spite of their education; high mobility among white teachers in West Fresno schools suggests lack of desire and ability to get involved for sustained periods with Negro students. This precludes the necessary empathy and rapport between teacher and pupils.

The School System Has a Defective Design for Implementing Compensatory and Remedial Programs in West Fresno. In spite of reports to the contrary, the compensatory and remedial education programs in West Fresno are improperly designed and administered. These programs have been poorly organized and hastily implemented.

Teachers and administrators are not adequately prepared. They fail to understand the underlying learning principles on which the new programs are based and are unable to adopt the rules they have memorized to

the unique circumstances of their classrooms. Parents are not informed of new programs.

Regarding compensatory reading programs, one teacher said, "We had a couple of briefing sessions and two weeks to prepare. It took me three quarters of the school year to understand what I was supposed to be doing. Now I'm ready to teach it, but next year I'm leaving this school. The new teacher will have the same problem and it's only a three-year program. At this rate it will expire before we know what's happening. The same thing happened with the new math program." And as another Negro teacher put it, "Sure, we got lots of new equipment, but no new understanding. The equipment just sits there."

In addition to these defects, teachers also complained that the compensatory programs are not coordinated with regular school programs. For instance, the remedial English program is not coordinated with the regular math class which assumes that the student has competence in regular English. The student will not do well in math although his performance in remedial English might be good. This dilemma discourages the student and his interest in school is influenced accordingly.

West Fresno Needs Its Own Vehicle of Expression and Self-Determination in Educational Matters. "The time has come," says a longtime resident of West Fresno, "for us to have a Parent-Teacher-Student organization where we can all come together and try to solve these educational problems." This theme was repeated in varying forms by other interviewees. Some complained that West Fresno is isolated from the mainstream of educational activities. "The Board of Education has a history of irresponsibility to the needs of West Fresno. This makes it necessary for us to develop our own instrumentality in West Fresno - like a Mini-Board."

Another often repeated need is for parents to know what programs are being implemented in West Fresno schools. An effective communication and information network among the schools and neighborhoods in West Fresno was a strongly emphasized need. For example, many parents were completely uninformed about such matters as plainclothes cops on school grounds, making Edison a vocational school, the demands of the teaching staff at Edison, and the programs offered at Fresno State for minority youth.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
1. General physical, physiological and emotional development.	1. High incidence of chronic illness and disability among Negro students and adults; high incidence of malnutrition, tooth decay and eye defects. b. High absenteeism at Franklin, Teilman, Lincoln, Columbia and Edison. c. Irregular pattern of utilization of community health facilities as measured by visits to clinic doctors, optometrists and dentists. d. Frequent indications of severe emotional stress among Negro students as demonstrated by moodiness, hyperactivity, and withdrawal.	1. Health Education and mental hygiene in elementary and high school by doctors and psychiatrists.
2. Has an understanding of the health conditions related to learning, such as condition of eyes, ears.	2. ---	2. ---
3. Normal performance in learning ability.	3. A disproportionate number of Negro students score below normal in I.Q. tests, indicating unequal exposure to and practice with the kinds of knowledge and skills which the tests call for.	3. Primary and elementary students need opportunity to overcome damaged self-image. b. Primary students need to learn how to use language as a tool of thought

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
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1 a. Learn to identify illness in Negro children.	1. Coordinate school health plan with community health plan.	1. Design city-wide course in health of medically disadvantaged minorities.	1. Participate in the development of community health conferences.	1 a. Develop community support for West Side comprehensive health plan.
b. Learn to understand Negro culture.				b. Develop educational plan for teachers on Negro culture.
				c. Set up Big Brother Club to assist school as school aides and school playground directors.

2. ---	2. ---	2. ---	2. ---	2. ---
3 a. Afford opportunities for teachers who older elementary boys to teach younger children some skill or game.	3. Select teachers who have demonstrated competence and empathy with emotionally damaged youth.	3. Deploy resources for the preparation of new patterns of learning, new curricula, and new instructional media in West Fresno schools.	3. Need to take remedial training in communications skills. Understand the importance of verbal interaction with children.	3. Participate in the development of new curricula developments. Communicate to West Fresno community. Aid in coordinating programs in various levels throughout children's school.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
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4. Adequate pre-school learning environment and proper motivational influences.

4 a. Family interaction involving verbal behavior, such as parents reading to the child, are infrequent.

4 a. Intense verbal interaction with adults during primary grades.

b. Home environment does not develop adequate achievement motivation.

b. Continued remedial training in communication skills throughout school career.

c. Home environment does not press for language development.

d. Home and community environments do not provide sufficient opportunities for general learning.

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS OF COMMUNITY
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b. Understand the difference between basic learning ability, educability and intelligence.

b. Support the development of curricula which stress the intellectual, manipulative, social and creative capabilities of Negro students.

4 a. Emphasize use of language in a variety of classroom situations.

4 a. Provide to teachers information about child's intellectual development.

4 a. Encourage teachers to get remedial training in teaching communications skills. Make grants available for this purpose to teachers of Negro students.

4. Develop routine training in home in communication skills. Review and evaluate performance of child and teachers involved in compensatory educational programs.

4. Create tutorial programs in community for parents and children in communications skills. Develop incentives for kids to learn how to communicate. Implement action oriented groups between adults and youth in the community.

b. Invent ways of enlarging student's vocabulary.

b. Develop a pool of communication skills expert for Negro children.

b. Make sure teachers and administrators have a firm understanding of new programs before implementing them in the schools.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
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5. Adequate perceptual and attentional behavior.

5 a. Negro children tend to come to kindergarten and first grade with underdeveloped visual and auditory discrimination abilities.

b. Failure to sustain attention in primary grades occurs frequently among Negro students. Attention is poorly developed with respect to adult speech behavior among Negro students in primary grades. In later grades this situation gets worse.

5. Intense training in developing perceptual ability in pre-school children. Increase attention span.

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICTS	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
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- c. Be a good language model at all times.
- d. Individualize language training using multimedia methods.

- c. Disseminate information to parents on home training in communication skills.

- 5. Assess students for their perceptual ability. Develop techniques to teach children to discriminate difference among shapes and sounds, using objects which are familiar to Negro children.

- 5. Coordinate perceptual training in pre-school and primary grades.

- 5. Develop tests, norms and remedial techniques for perceptual abilities.

- 5. Give children practice in developing perceptual skills.

- 5. Push for special educational program in which Negro children and parents can participate at home in developing perceptual and attentional skills.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
6. Sufficient speaking, writing and cognitive ability.	6 a. Negro students demonstrate deficiencies in language and vocabulary. b. Speech patterns differ greatly from the anticipated norm. c. Negro students suffer limited exposure to the variety of experiences necessary for perceptual, conceptual and intellectual development as demonstrated by their poor ability to abstract, categorize, label, associate, and communicate experiences on the verbal level. In writing assignments Negro students show difficulty in using the logical and structural properties of the English language.	6. Junior high school needs opportunity for developing non-verbal capabilities as a base for the acquisition of skills of understanding and of competence in academic disciplines. Need to develop thinking skills first. Verbal skills will follow as writing skills.
7. Sufficient mathematical, reasoning and computational skills.	d. Throughout the elementary and high school years Negro students range from 1-1/2 to 3-1/2 years behind the average in verbal achievement.	7. Negro students perform poorly on standard civil service, selective service, and other tests which measure high school achievements.

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICTS	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
6. Develop teaching techniques which utilize project-type, goal-oriented processes, requiring personal investigative properties of students.	6. Initiate proposals for in-service and pre-service programs for teachers of Negro students demonstrating significant verbal deficiencies. Develop allied programs for counselors and administrators.	6. Review proposals and coordinate with current vocational education programs and with Model Cities program.	6. Become familiar with current deficiencies of programs in West Fresno.	6. Support the creation of vocational curricula as tools for developing thinking skills as well as market skills,
7. ---	7. ---	7. ---	7. ---	7. ---

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
8. Understands the relationships between current academic interests, academic performance, the world of work, and higher educational aspirations.	8 a. Counseling at the junior high and high school level is poor. Most students see counselors only for disciplinary reasons. Counselors are generally uninformed about the future world of work and the vocational interests and abilities of Negro students. There is little coordination in academic and vocational education counseling for the individual student.	8. Coordinate counseling from junior high to high school.
	b. Negro students majoring in vocational subjects generally do poorly in academic subjects. The practical reasoning ability of students in vocational courses, on the other hand, is better than that of students in academic courses at Edison.	
	c. Students at Irwin are generally unaware of vocational courses offered at Edison. Counseling between school levels is inadequate.	
	d. Typically, the Negro student and his parents have vocational aspirations which are grossly inconsistent with the student's	

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICTS	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
8. Collaborate with counselors. Encourage higher education goals.	8. Provide information to students and parents on financial aids for higher education.	8. Activate vocational education. Panel coordinate with city and state colleges.	8. Know limitations, aspirations and capabilities of students. Attend conferences.	8. Provide work experience for youth.

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
9. Is allowed to utilize the resources of the Fresno Unified School District to promote morale and intelligence in relation to the development of marketable skills.	school performance, his demonstrated interests and the family's intellectual and financial resources to realize these goals. Most Negro students who go on to college generally have to take remedial courses in English composition and mathematics.	9. Double-session students are jeopardized educationally.
	9 a. A high degree of apathy and prejudice exists among teachers in West Fresno. There is a greater number of probationary teachers in West Fresno than in faculties of schools elsewhere in Fresno. There is a high rate of turnover in the staff.	
	b. Faculties at schools in West Fresno generally have a lack of understanding of Negro culture. Negro students tend to limit their cultural activities to West Fresno's geography.	
	c. No tests are available for assessing the innate ability of Negro students. Standard tests are culturally biased.	

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IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICTS	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
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9. Teachers need clerical assistance to get more free time.	9. Extend the school aide program.	9. Implement open enrollment in elementary grades.	9. Give students training.	9. ---
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CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
10. Has a thorough knowledge of vocational opportunities such as: occupational fields and types of jobs in the immediate community as well as in other areas; wages and hours; working conditions; skills required; duties expected; and opportunities for advancement.	10 a. Vocational advisory boards and their activities are unknown to most students and counselors in West Fresno. Materials on trends in the labor market are not disseminated to and interpreted for West Fresno's student and adult population. b. The lack of coordination in vocational training at high school, junior college, and college levels precludes orderly development of vocational skills.	10. See 8
11. Has a similar knowledge of opportunity and requirements for high education. School performance is consistent with educational objectives.	11 a. Out of 70 students interviewed more than 30 did not know of the educational opportunities for minority students at Fresno State, and most had a distorted view of the cost of college in California. b. Fewer and fewer Negro students go to state colleges directly from high school. A greater number terminate after high school and most go to junior college and major in nonspecialized courses. c. Negro students tend to arrive at institutions of higher learning with little awareness of the disparity between their educational experiences and	11. See 8

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICTS	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
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10. See 8

11. See 8

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
12. Has adequate education in human relations and intercultural activities.	the intellectual tasks and knowledge expected of them in college. d. Negro students at Carver and Franklin, representing almost 40 percent of Negro students in elementary schools, are victimized by the double-sessions classroom organization. Thus, many Negro children are being precluded from educational resources.	12 a. Opportunities for meaningful involvement in relationships with persons of different ethnic, religious and national backgrounds are grossly restricted for West Fresno's Negro population. That tensions between Mexican-Americans and Negroes are mounting indicate poor intracommunity relations. 12. Children at predominantly Negro schools need interaction with persons of different social, economic and ethnic backgrounds. Need understanding of cultural heritage of Negroes.
	b. Membership in school and community organizations is low among Negro students and adults.	
	c. The Office of Human Relations has not communicated with the majority of Negro students and adults. The presence of plainclothes policemen at Edison indicates a punitive and fearful attitude toward Negro students.	

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
12. Teachers need remedial training in history, particularly Negro history.	12. Make available teaching materials displaying a variety of ethnic and cultural life styles.	12. Arrange for cross-cultural exchanges in schools.	12. Accompany students in cross-cultural exchange programs.	12. ---

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
13. Home life affords encouragement to establish consistent self-discipline, rest and adequate nutrition, adequate study conditions, and aid and encouragement in homework.	d. Student and adult in the West Fresno community are growing farther apart. Face-to-face situations between them are scarce. e. Negro students, parents and adults are rarely involved in social and civic courses to which the student can give his allegiance. Few opportunities are offered him, outside of sports, to demonstrate before adults skill in and confidence and enthusiasm for individual talents. f. Over 80 percent of Negro elementary students attend schools having over 74 percent Negro enrollment. Open enrollment doesn't significantly affect the major portion of Negroes in elementary schools.	13. Students at Irwin and Edison need tutorial help. 13. Neighborhoods surrounding schools enrolling a high proportion of Negroes are inhabited by people who have median incomes far below the city-wide median, and a high percentage of persons who did not complete high school, who are frequently unemployed, and who frequently do menial labor. This suggests that the home environment of many Negro students is not amenable to effective school performance.

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
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13. Teachers need to show students how to study effectively.	13. ---	13. ---	13. Community leaders need to establish a tutorial program.	13. ---
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CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
14. Has an adequate understanding of marriage and the family. Understands the role of the individual in society.	14. Compared to other areas in Fresno, a high proportion of households in West Fresno have single-parent heads, usually a female. Consequently many Negro youngsters are not getting adequate exposure to traditional marriage and family experiences. Moreover, few young Negro males have interaction with adult males, and as a consequence many emulate the personal habits and demeanors of women.	15. Need organizational and civic experience. Need interaction with adults in community.
15. Has been exposed to a wide variety of experiences requiring personal and social development. Is aware of current local, state, national and international affairs. Knows local governmental framework and the public services bureaucracy.	15. Student government at Edison high school does not involve the major portion of the student body. The "kangaroo court" system (as one man put it) does not instill in the youth interest or confidence in governmental decision structures. The charisma of black liberationists attracts students away from traditional forms of government.	16. Experience is needed in self-awareness.
16. Has discovered and developed individual talents. Pursues individual interest outside of the school setting.	16. Insufficient data.	

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
14. ---	14. ---	14. ---	14. ---	14. ---
15. Attend community forums.	15. ---	15. ---	15. Attend community forums on school problems. problems.	15. Set up community forums on school problems.
16. Encourage individual thinking and development of individual talent.	16. ---	16. ---	16. ---	16. ---

CLASSIFICATION MATRIX OF NEEDS

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. EDUCATIONAL NEEDS OF LEARNER
17. Has the opportunity to engage in extracurricular activities wherein individual ethics can be applied in group dynamics, such as community organizations. Can effectively organize and lead a group effort.	17. The high frequency of deficiency among Negro students and adults in the communications skills presents barriers to progress in all other educational areas, particularly in full participation as a citizen. Corner hangouts constitute the major focal points of recreational activity for Negro high school youth. Few young Negroes are involved in the programs designed for youth in West Fresno.	17. See 15

CLASSIFICATION MATRIX OF NEEDS

IV. TEACHER IN CLASSROOM	V. ADMINISTRATOR IN SCHOOLS	VI. MANAGERS DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
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17. See 15

SUGGESTED SOLUTIONS

The "band'aid" compensatory and remedial educational programs in West Fresno when placed across the enormous gulf that exists between Negro students and their white compeers dramatizes the need for a major reorientation of educational programs for Negroes. Adding "platformate" to traditional school programs will not put a tiger in the Negro student's think tank, although it might make him a black panther.

The Model Cities Program operating in West Fresno provides an excellent opportunity for reorienting the schools as well as the community. An imaginative Model Cities Program could involve students, parents and the school system in the physical and spiritual transformation of West Fresno into a "model" city. With this vision in mind, I offer the following suggestions.

1. Declare a moratorium on traditional educational objectives for West Fresno schools.
2. Establish a "mini-board" for the purpose of reorienting educational programs for West Fresno. Be sure to include on the "mini-board" a committee of youth from the community.
3. In conjunction with the Model Cities Program and the Department of Human Relations, develop a proposal to establish an Educational Park in West Fresno. In the proposal include such items as:
 - a. Health clinics and Child-Care Centers
 - b. A Black Cultural Center
 - c. An Occupational, Vocational and Technical Education Center
 - d. An Experimental Educational Research Department focusing on problems of disadvantaged people
 - e. Police Community Relations Unit.

TF - 28 NEGRO SPECIAL NEEDS

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

- TF 28- 1. The schools should encourage Negroes to make better use of community health facilities.
- TF 28- 2. Cultural bias on standardized tests limits Negro students' opportunities to demonstrate academic talent.
- TF 28- 3. School personnel should be interested in and empathetic to the differing values, culture and problems of the Negro.
- TF 28- 4. Pre-school programs are needed to develop verbal skills and cultural background for Negro children before entering kindergarten or first grade.
- TF 28- 5. Standards of performance for west-side schools should be reassessed to provide a curriculum that stresses methods of learning rather than fact accumulation.
- TF 28- 6. Teaching methods should be used in the west-side schools that relate the cultural background of the Negro to the operational standards of the greater community.
- TF 28- 7. The teacher attitude and educational environment provided for students in west-side schools should be such that students are reluctant to drop out.
- TF 28- 8. Counseling activities should clearly be separated from disciplinary activities and should be coordinated between all grade levels.
- TF 28- 9. Hiring more Negroes for responsible positions such as coach, counselor and administrator is needed to provide a better Negro self-image.
- TF 28- 10. Schools should bring about a development of personal and social values for the Negro child that are sought by employers.
- TF 28- 11. Negro students need a vocational program that will provide them with sophisticated job skills to meet the current occupational opportunities in the community at large as well as the local community.
- TF 28- 12. In order to effectively implement the compensatory and remedial programs in West Fresno, intensive in-service training is needed for teachers prior to the initiation

of programs so that teachers will know exactly what the program is intended to accomplish and what specific techniques are to be used.

- TF 28- 13. The present open enrollment policy in Fresno is producing a dilemma. While exposing Negro students who transfer to the majority cultural background (good) it removes from the west-side potential peer group leaders with a general lowering of the academic potential of the west-side schools (bad).
- TF 28- 14. When open enrollment is implemented there is a need for the receiving school to be aware of and make specific preparations for meeting the needs of the incoming minority group members.
- TF 28- 15. There is a need for the west-side community to actively participate in the functioning and policy-making of the schools.